

# Inspection of Woodcroft Primary

37 Woodcroft Lane, Waterlooville, Hampshire PO8 9QD

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Inspection dates: 21 and 22 May 2024

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

This is a warm and welcoming school. The school's vision, 'inspire pupil aspirations; encourage children's curiosity; and remove barriers for all to achieve', is palpable. Staff get to know pupils well and build trusting relationships with families. As a result, there is a genuine sense of community.

Staff aspire for all pupils to achieve their very best. The school has prioritised the development of the curriculum, which promotes high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). This work is leading to further improvements to the quality of education that pupils receive.

Pupils feel safe in school. They know that there are trusted adults they can talk to if they have any concerns. Staff model positive behaviour and act swiftly if pupils need support to make the right choices. Consequently, classrooms are calm and purposeful places, where learning is rarely interrupted.

The school's programme to support pupils' wider development is a strength. A wide range of trips and external visitors enrich the curriculum. Pupils learn about healthy relationships and looking after their own physical and mental well-being. The school ensures that all pupils, particularly those from disadvantaged backgrounds, can benefit from everything it offers.

## **What does the school do well and what does it need to do better?**

This is an improving school. Much progress has been made since the school's last inspection. Leaders at all levels have a clear and shared vision for the school. They evaluate the impact of their actions meticulously. As a result, all the areas identified for improvement have been addressed successfully, which has improved the quality of education for pupils significantly.

The school has developed an ambitious curriculum which clearly identifies what pupils should know. Content is sequenced logically from Reception to Year 6. Effective systems are in place to identify and assess pupils with SEND. Staff receive effective support and regular training to ensure that they can meet the needs of all pupils and help pupils to access the full curriculum.

The school has taken effective action to make reading a priority. Children develop a love of reading in the early years, where adults share stories with them often. This enthusiasm stays with pupils as they move through the school. Phonics is taught well. Those who struggle get the focused support they need to succeed. Consequently, pupils learn the sounds they need to become fluent readers.

Teachers have good subject knowledge. The curriculum supports teachers in knowing clearly what to teach and when, which gives them time to focus on developing appropriate and engaging learning activities. They make good use of resources to help explain new learning. In some subjects, such as reading and

mathematics, there is a clear system for checking how well pupils have achieved the aims of the curriculum by the end of a unit of work. Teachers and subject leaders use these checks to plan support for pupils with gaps in their knowledge or to make improvements to the curriculum. However, in some other subjects, this form of assessment is less well established.

Children get off to a good start in the early years. Staff make effective use of external support, which is helping them to deliver the new curriculum with increasing consistency. Children work and play together well. Staff are attentive and understand the individual needs of children. This ensures children with SEND get the support they need. As a result, children are prepared well for their next stage.

Pupils have positive attitudes to learning. The school supports pupils to behave well, through clear routines and ensuring that expectations are clearly understood. From the early years onwards, pupils develop confidence, resilience and a desire to learn. Most pupils attend well. If a pupil's attendance causes concern, the school acts quickly to support improvements.

The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils share their knowledge about different faiths, for example by leading assemblies about religious festivals. Outside learning enriches pupils' experience of the curriculum. The school has a strong curriculum for pupils' personal, social, economic and health (PSHE) education. Parents and pupils value the nurturing breakfast club and extensive pastoral support. Trips, visits and experiences are carefully curated to enrich the curriculum, broaden pupils' horizons and provide them with new experiences they would not otherwise receive. A recent example included the school hosting a visit by a group of pupils from China, which gave Woodcroft's pupils an unforgettable rich cultural experience.

Governors have an accurate view of the school and a clear vision for future priorities. Staff value leaders' work to support their workload and well-being and are rightly proud to be a part of the team at this inclusive school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, the school's systems for assessment are not yet fully developed. This means that teachers and curriculum leaders do not identify and address gaps in pupils' knowledge or adjust curriculum plans as effectively as they could in these subjects. The school must ensure that ongoing work to refine assessment routines enables staff to identify gaps in pupils' knowledge consistently well, so that they can be addressed quickly and effectively.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	135529
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10341661
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Marie Hattersley
<b>Headteacher</b>	Barry Fanning
<b>Website</b>	<a href="http://www.woodcroftprimary.co.uk">www.woodcroftprimary.co.uk</a>
<b>Date(s) of previous inspection</b>	15 – 16 June 2022, under section 5 of the Education Act 2005

## Information about this school

- The school uses two registered providers of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors met and spoke with leaders, staff, pupils, parents, governors and representatives from the local authority.
- The inspection team carried out deep dives into these subjects: early reading, mathematics, design and technology and geography. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at

samples of pupils' work. The inspectors also met with leaders to discuss curriculum thinking in writing and looked at samples of pupils' work.

- Inspectors considered 15 responses to the Ofsted Parent View questionnaire. They took account of the responses to the confidential staff survey as well as the views of pupils that were gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the school special educational needs and/or disabilities co-ordinator (SENCo).

### **Inspection team**

James Stuart, lead inspector

His Majesty's Inspector

Tracy Good

Ofsted Inspector

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